

## STEERING COMMITTEE

MAY 15<sup>TH</sup>, 2006

## MEETING MINUTES

**MEMBERS PRESENT: ERIC LIU, GLENN ANDERSON, DR. TERRY BERGESON, CHARLEY BINGHAM, AMY BRAGDON, DENNY HECK, ROSEMARY MCAULIFFE, DAVE SCHMIDT, AND BOB WATT.**

Acting Chair Eric Liu convened the meeting of the Washington Learns Steering Committee at 9:00 a.m. on May 15<sup>th</sup>, 2006.

As the first order of business, Eric Liu made a motion to approve meeting minutes from the April Steering Committee meeting. The minutes were unanimously adopted by the Steering Committee.

Sarah Reyneveld, Research Assistant for Washington Learns, provided a staff overview of 1) where the United States ranks in key international assessments in educating its citizens, and 2) what programmatic steps Washington and other states are taking to better educate citizens in language and global curriculum. Ms. Reyneveld illustrated how the United States compares in key international assessments including Progress in International Reading Assessment (PIRLS), Trends in International Mathematics and Science Study (TIMSS) and OECD's Program for International Student Assessment (PISA). A cross-comparison of international assessments show that while United States students outperform their peers in elementary school on reading, mathematics and science achievement, they fall behind the international average in high school or secondary school achievement. A further comparison of a select group of 12 industrialized countries shows that the United States consistently underperforms in comparison to the top-achieving cohort of countries on mathematics achievement. The second part of the presentation reviewed the programmatic steps Washington and other states are taking to better educate citizens in world language, international curriculum and to promote global exchanges. An inquiry was made into what programmatic steps other states are taking to promote international language and curriculum. Ms. Reyneveld cited examples of a few leading states regarding to international language (New Jersey and Wyoming) and curriculum (Virginia and New York) which would be further explored in the next presentation.

Michael Levine, Executive Director of Education for the Asia Society, gave a presentation entitled "A World Transformed: Preparing American Students for the Interconnected World of the 21<sup>st</sup> Century". Mr. Levine began by explaining how globalization is driving demand for an internationally competent workforce.

He illustrated that while students in the United States have an interest in learning about the world, the level of student knowledge is weak in comparison to other industrialized countries. Access to the new jobs of the global economy will require

new skills. Specifically, companies like Boeing and UPS emphasize international knowledge and language as top of the list in a competitive applicants skill set (e.g. trade literacy, sensitive to diverse cultures, fluent in different languages). In addition, international knowledge is required for a world that is becoming more interconnected. By 2030 it is estimated that 1 in 3 WA residents will be a minority; this ratio is consistent across the United States. Furthermore, competitive countries invest in international language. For example, most European countries start a first foreign language in the elementary grades, China teaches English from 3<sup>rd</sup> grade and 25% of Australian students learn an Asian language. In addition, competitive countries invest in exchanges and study abroad programs at a rate that far exceeds the United States. The next section of the presentation focused on efforts states are taking to support international studies at the national level. Mr. Levine provided examples of current state initiatives in Kentucky, Delaware, Connecticut, Massachusetts, North Carolina and Wisconsin. Examples were also provided of new developments in school initiatives. These included: The Goldman Sachs Foundation Prizes for Excellence in International Education, and the Gates Foundation/Asia Society Network of International Studies Secondary Schools in New York, California, Texas, Pennsylvania, Colorado, and North Carolina. The presentation also provided an overview of Washington advantages: the state is ideally positioned to play a leading role in a world where Pacific Rim countries are critical to the global economy. He noted that Washington State has an existing grassroots movement through the Washington State Coalition for International Education and successful P-20 and International Education Leadership Summits. Mr. Levine concluded with next steps that Washington State could take to prepare students to compete in the global economy. These include:

- Raise awareness of the urgency of responding to globalization
- Invest in teachers' capacity to implement new curriculum goals through more rigorous training
- Develop a K-16 pipeline in critical languages
- Make high schools relevant to the global age

Mr. Levine ended by reiterating the urgency and opportunity for international education. Questions from the Steering Committee included:

- How do you establish an international language program?
- Is there an institute devoted to teacher training in international connections in Math and Science? Mr. Levine responded that there was not.
- What is the best model to teach international curriculum? It was noted that the network of international study schools not very far along in terms of output. In response Mr. Levine mentioned that West Virginia was a leader in this regard and Wisconsin as both states had integrated international knowledge into content standards.

Judith Runstad, Co-Chair of the Governor's Competitiveness Council presented the council's report "Rising to the Challenge of Global Competition." She prefaced her summary of the report by stating that the report focused on research and innovation, specifically proposing eight key policy areas that states should focus on to be internationally competitive. The committee's recommendations included four basic actions in the following areas: increase state funding for research, especially in universities; ensure transfer of technology knowledge from universities to the marketplace; promote the broad use of technology and innovation and prepare and engage the workforce to make sure of the innovations. Washington must invest in a qualified workforce in order to be globally competitive with countries like China. The report also emphasized the importance of a seamless education system and a statewide curriculum. Following Ms. Runstad's report the committee discussed the pros and cons of Washington's education system, which does not have a statewide curriculum.

Aims McGuinness, of NCHEMS, gave a presentation entitled "International Comparisons: How Do the United States and Washington Compare and What are other Nations Doing?" Mr. McGuinness introduced himself with a review of his work on international education, including his work as a peer analyst of economics for the Organization for Economic Co-operation and Development (OECD), Chairman of the review of the Russian Federation and a member of the review team for Ireland. He began by examining the international performance measures in the United States and Washington in comparison to other nations. He noted that while the United States is competitive in the major international assessments (TIMSS, PISA) other nations are quickly catching up or surpassing the U.S. Mr. McGuinness also further elaborated on the two assessments, TIMSS and PISA, discussed by Ms. Reyneveld in the staff overview. He particularly noted that PISA tests problem solving in real life situations. This has dramatic implications for why Finland does well on the PISA and other countries are less competitive. The lesson in Finland's performance is the move away from formal statewide curriculum, to a focus on how to teach effectively. Mr. McGuinness then focused on a comparison of where the U.S. and Washington rank on percent of adults with high school diplomas, associate degrees or higher, and bachelor's degrees or higher. It was particularly noted that while Washington is about on average in degree production, it is moving in the wrong direction and if projected at the current trend will soon be falling behind other globally competitive nations. While the United States has a problem, the gap is also widening for Washington at a greater rate than for other states. Mr. McGuinness noted that part of the widening gap for Washington State could be explained by the fact that other states were doing better in educating an increasingly diverse population.

The second part of the presentation focused on what other nations are doing to remain globally competitive. He focused on two examples: Ireland and Korea. Ireland did extremely well in the 1990s as evidenced by performance indicators, which progressed dramatically from 1997-2003. This increase in educational achievement was paralleled by an increase in standard of living for the country. Higher Education in Ireland is a means to which the country can become an innovative society. The paradigm shift in

Ireland has essentially meant that the country is positioned for its second phase of education reform. In Ireland two drivers underpin the need for greater participation: the needs of the economy and the demand of the individual. Ireland is determined to make a major change to an innovative economy successfully. The committee raised several questions regarding the presentation of Ireland.

- The first addressed how much of Ireland's transformation was the result of larger accountability reform efforts including national tests and curriculum and free tuition upon successful completion.
- The second question was whether Ireland could have achieved educational transformation without the European Union's (EU) significant financial investment in the country. Unlike other comparative nations Ireland had to prepare a National Development Plan (NDP) for which investment in education was a part.

The second example reviewed was Korea. In Korea, a Gross National Income increase led to an increase in spending in private universities. In Korea there is very little investment in public universities; the major investment is in private institutions. While Korea has a globally competitive higher education system, the country also faces challenges. Specifically, there is a severe dominance of prestigious universities and policies have been enacted to subdue excessive competition. The country also has a problem in that not enough of their graduates are specialized and there is an excess of graduate students. Mr. Levine concluded by highlighting the factors that led to Ireland and Korea's successful education reform. Specifically, both countries had 1) strong national strategy and higher education was considered integral to the nations strategic economic and social impact. 2) Reformed the whole system through integrated P-20 effort 3) Moved away from regulation to decentralization.

The meeting recessed for a lunch break.

After lunch the group reconvened for a presentation on "International Education and Global Competition" by Susan Jeffords; UW Vice Provost for Global Affairs and Herman Uscategui, Director of International Business Development for Starbucks Coffee Company.

Herman Uscategui gave a presentation highlighting the importance of international education and language to the Starbucks Coffee Company. Starbucks has 100,000 partners and 40 million customers around the world. Mr. Uscategui emphasized that the Starbucks Coffee Company was particularly interested in hiring partners (employees) that were educated and had awareness of other cultures.

Lastly, Susan Jeffords, who had just returned from a trade mission with Governor Gregoire to Australia, presented an overview of international education. She

illustrated that in Australia higher education is a market economy (24% of Australian students are international). She highlighted the advantages to the Australian economy in having revenue from a large percentage of international students. She compared Australia's international study program with Washington State, which is currently much smaller.

Questions from the committee included:

- What ideas do you have for integrating curriculum about world cultures and languages into chemistry, physics, etc.? One example is having students study a product and learn about how and where it was made, how it was marketed, sold, etc. It was noted that there are also other interesting curriculum materials out there.
- How many UW students are preparing for an international career? 1,500 study abroad, Yale is requiring every student to study abroad and they'll pay for it if the students can't afford it. One committee member mentioned that we should set a target, say 25% of Washington students, that will study abroad. There was also a comment that we need to take advantage of international students who are here. Ms. Jeffords stated that she is aware of programs that partner domestic and foreign students together on projects. She also wants to pilot a global community service program.
- How can high schools best prepare students for international teachings at UW? Ms. Jeffords stated that universities should emphasize foreign language preparation. The idea of taking advantage of opportunities to work with foreign students who are here was seconded. An additional comment was made that we need to build respect and tolerance in our schools.
- How can UW help develop cooperative roles to teach foreign languages in high school?
- Are there opportunities for students in rural schools to study foreign languages in intensive, summer courses? The response was no, this would be a good idea. It would be helpful to expand the Stanford school. It was noted that in the U.K., students are required to have a foreign experience to get into college.
- A question for Mr. Uscategui was what worked for you in your international education growing up? Did he have 2 languages around his house growing up? Mr. Uscategui responded that the opportunity to be exposed to other cultures was the most important in his education. He grew up speaking 3 languages.
- Finally, is there collaboration between Starbucks and UW? The response was no, but UW needs to become a better partner within the community. Businesses need to do their part by telling students that internationalizing their education is important. Starbucks does work closely with the UW Business School.

The final section of the meeting was devoted to public comment.

Kristi Rennebohm Franz spoke first. Ms. Rennebohm Franz is a teacher who has integrated global curriculum into her classroom along with technology (i.e. email, websites, video production) and wrote a book about the curriculum called *Building Better School-Home Connections with Technology*. She wanted the ommittee to know that there's hope and good materials out there to do this.

Phyllis Bunker Frank - State Board of Education and Association of Year-Round Learning, in considering seamlessness in students' opportunities to learn. She noted that it is important to consider that many countries have longer school years. She stressed that it was important for the Committee to modernize the school year calendar.

Lynn Klausenberger - WA Association for Language Teaching, formerly with a College in the High School-type program at UW, thanked the Committee for focusing on this subject. It was Ms. Klausenberger's experience that all kinds of kids can learn foreign languages. She noted the importance to support all foreign languages at this point and asked OSPI to help by having an official languages coordinator.

Karen Pollar - 3 years ago, HB 1970 called for a foreign languages coordinator to be re-introduced. She explained that right now there are no content standards for foreign language teachers; it's important that the State and OSPI do the right things to show that this is a priority.

Neil Purvee - Voiced concerns about regional cost-of-living for teacher salaries and how WA Learns will address this. He doesn't think that attrition information that WA Learns has considered is accurate, also had concerns about the inequities of levies and how they impact rural areas.

Michele Anciaux Aoki - WA State Coalition for International Education, stated that there is a number of people working on international education in curriculum development and immersion programs that can serve as models. She also noted that there is work being done to build capacity to do assessments in this area and that it is important to look at what language students actually know when they're being assessed. For example, some ESL students can speak English very well but are not as adept at reading and writing it.